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The purpose of this research project was to devise a method of personality assessment for Peace Corps trainees which would increase efficiency, decrease costs, include human relations training, and promote research. It was found that professional personality evaluators are prone to use a stereotype of the "Ideal Peace Corps Volunteer" which has no known basis in terms of cross cultural adjustment. Peace Corps trainees can provide reliable personality descriptions of each other: when these are gathered in a systematic, controlled manner, they can lead to an integration of assessment, training, and research. In this experiment, trainees evaluated themselves and each other on traits and skills deemed especially relevant by the assessment staff and staff members who had just had overseas experience (host country nationals, returned Peace Corps volunteers, and the project director). Assessment and human relations training was then integrated by means of the assessment staff's constructing and evaluating their particular assessment instruments, discussing the results of their assessment with each trainee, and initiating feedback. (se)

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THE INTEGRATION OF TRAINING, ASSESSMENT AND RESEARCH PEACE CORPS TRAINING PROJECT

Dr. Edward T. Fitzgerald

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Vol. 1, No. 3
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Dr. Edward T. Fitzgerald

to Ada
with coffee. . .and everything

DATELINE: MADRID, SPAIN

Dr. Edward T. Fitzgerald, formerly Senior Field Assessment Officer at the University of Hawaii Peace Corps Training Center in Hilo, began this manuscript in Prague in September, continued at it diligently and legibly in Bratislava, Budapest, Frankfurt, Munich, Cologne, Copenhagen, Oslo, Oxford, Vienna, Venice, etc., etc., and mailed it in late November from Madrid.

Not only was Dr. Fitzgerald instrumental in the creation of this Quarterly, but he served as Co-Editor of "trends" and was the author of Vol. 1, No. 1, "A Measurement of Sensitivity to One's Impact on Others."

A former seaman, soldier, boxer, journalist and academician, Dr. Fitzgerald came to the Hilo Center in the summer of 1965, after receiving his Ph.D. degree at the University of California at Berkeley. As a research fellow at the National Institutes of Mental Health, he had worked with Frank Barron at the Institute of Personality Assessment and Research (IPAR) on assessment and research with normal, effective individuals. This research included: openness to experience, creativity, and personal effectiveness.

In 1964 Dr. Fitzgerald was invited to participate in the First Institute on Cognitive Development at the University of Minnesota, where he worked in close collaboration with Professor Roger Brown of Harvard University and Professor William Kessen of Yale University.

According to the Author's last report, he is "now residing in Europe and engaged in selling chestnuts and lottery tickets."

* * * * *

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ABSTRACT

This study resulted from an attempt to integrate personality assessment with training and research in a Peace Corps training program. Suggestions for the modification and development of Peace Corps assessment practices became apparent in the course of the study.

In this study, job-relevant personality traits were selected so that each trainee could describe himself in ways that were most pertinent to his future in the Peace Corps. Another facet of the study indicates that professional assessment personnel are prone to use stereotypes without cross-cultural reference when describing trainees. It was also found that Peace Corps trainees are able to provide very reliable personality descriptions of each other which remain stable over nine weeks of intimate contact, and that the type of descriptions developed lend themselves readily to human relations training and to research as well as to assessment.

It is argued that the present, "standard" assessment model in the Peace Corps is largely inappropriate. It is essentially a "mental hospital" model, based on what is--at least in the context of Peace Corps--an expensive, unverifiable and hazardous decision-making process. There must be both a technical and a warm, human aspect to Peace Corps assessment, neither of which is encouraged by the present model.

* * * * *

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I. INTRODUCTION

"All my life I've been judged...and compared, and told what I ought to be. When I was a kid, it was 'Your brother did this-and-that when he was your age'...or somebody's kid could do something more or better. In school it was the same--especially in high school when you had to have the grades to get into college. And in college it was midterms and finals and everyone is telling you what you are and how you're doing...you know, and these people don't even know you...I mean, they know who you are and all that, but they don't know you. I thought when I was accepted in the Peace Corps that now I'm in...I'll do it on my own...find my own bag...it was a good feeling. But now I find the same old thing again--judging and grading. I mean, I want to be ready when I get in-country, but often I'm afraid to be myself...you know, to say what I feel, because it might go against the selection people... What's in it for me? When do I get up to bat?"

(Conversation with a Peace Corps Trainee in Hawaii, Late Summer, 1966)

* * * * *

The study to be described in this article[1] emanated from the foregoing conversation, which made quite an impact upon the writer. The impact was cumulative, however, for the same points had been expressed in other ways, at other times, in other settings, by other trainees. They led to a slowly evolving plan to integrate Peace Corps training with assessment and with a research study. It would be, I thought, a study in which each trainee would share in the process...get up to bat, so to speak. And assessment and training would approach a unity. Then, too, those best suited to assess would be let loose to do the assessment task--and they are not necessarily professional psychologists or psychiatrists, either. The study envisioned would be a pilot study, of course, and it could serve as a stepping-stone for future improvement of Peace Corps training and assessment.

As luck would have it, a new training project was scheduled to begin at the University of Hawaii Peace Corps Training Center during the fall of 1966--shortly after the design of the study had taken form and could be articulated. It was to be a unique training project in many ways; for it was the very first Tuberculosis Control Project to be sent to Malaysia, and it had an ideal number of trainees for the study (i.e., 43). Perhaps most important, it had a project director, Mrs. Alma Takata, who was vitally interested in research and evaluation, and who gave complete cooperation and support.

But let's take a brief look at the reasoning behind the study. The key ideas were to integrate training and assessment so that each would share in the benefits of the other, and to allow the trainees to share in the entire process.

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[1]The title of this article (The Integration of Training, Assessment and Research in a Peace Corps Training Project) has been changed somewhat from the projected one specified in the first issue of "trends." The data are the intended ones, but the emphasis of this article differs from that originally conceived.

Peace Corps Assessment, basically, consists in composing a veridical and selective portrait of personality and skill traits of individuals and relating this portrait to the task(s) and cultures for which the Peace Corps trainees are being prepared. The trainees can become involved in this process only when they are integrally involved in composing the portraits, and when they are apprised of their own portraits in an informal, give-and-take manner.[2]

The task of assessment is very much like that of the biographer, for he is also engaged in capturing the person and enframing his captive as a portrait. In Peace Corps assessment the characteristics selected as definitive should be relevant to the task and the culture for which trainees are being prepared.[3] But one is never sure that the characteristics selected as definitive are relevant until the portrait is related to overseas performance--and that is where research enters...and long range research at that.

Now we can ask some questions--and pose some answers too:

(1) Who is best suited to do the assessment?

Why, the trainees themselves, for they live together, and eat together, and go to class together, and shower together, and share their thoughts and aspirations and leisure hours.

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[2]The latter assumes that a rapport has been established between apprisor and apprised, and this is an art that involves human warmth, which unfortunately, cannot be taught in graduate schools or phychiatric residencies.

[3]Unless, that is, one holds the view that there is a 'universal man' who can do well, doing anything, anywhere--who could teach and drill from a syllabus in a British-oriented school in West Malaysia, and just as easily switch to human relations work in a free-wheeling manner in a slum of a metropolitan city in South America. The writer does not hold the 'universal man' theory, but this topic cannot be discussed in detail here.

(2) But which traits should be selected as best suited for the portrait to be related to overseas effectiveness?[4] And by whom should they be selected?

While the trainees are perhaps best suited to do the assessment (for they know each other best) they cannot be expected to be authoritative on which traits are especially relevant to task and culture.[5] The onus, then, is on the staff, which, after all, is responsible for the relevance of the training program and the assessment procedures. Thus, the training staff must design a training program which will prepare optimally each trainee for his forthcoming job and culture, and concomitantly the assessment staff must design a program which will prepare each trainee in an optimal manner for his forthcoming psychological experience. And here the twain can meet--and here the design of the present study took shape.

It went like this: the trainees should assess themselves and each other on traits and skills deemed especially relevant by the assessment staff, in conjunction with those members of the training staff who had had overseas experience.[6]

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[4] In the classic study, Allport and Odburt found some 20,000 personality traits which could be used in describing persons. This number was later reduced to 300 (Gough, 1965), but the combinations and permutations are staggering. Thus, trait selection is essential--and it should be planned, not haphazard.

[5] And it is a fallacy, often prevalent in the Peace Corps, that Volunteers who have returned after two years' service overseas are particularly qualified to specify such traits--they have had experience doing their task but not necessarily at the meta-task of trait selection.

[6] This was done in an informal manner and involved Host Country nationals, returned Peace Corps Volunteers, and the project director. The latter had made a project-relevant tour of the country just prior to the beginning of the training project.

The assessment staff would construct and evaluate their assessment instruments.[7] They would also discuss the results of their assessment with each trainee, and they would train and involve the staff in such feedback--thus, assessment and human-relations training would be integrated.

Human relations constitute a key part of the Peace Corps mission, and trainees would learn how they were seen by others--often for the first time in their lives. The data of assessment, then, would be closely related to overseas requirements, and these data would then be discussed individually with each trainee in an effort towards human relations training.

Then, too, the data could be easily used for overseas follow-up studies in a long-range research program designed to improve both training and assessment. A parsimonious design, it would be with the same data serving three functions: assessment, human relations training, and research!

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[7]And this is all their technical, graduate training has reasonably qualified them to do.

II. THE TRAINEES AND THEIR DESCRIPTIONS OF THEMSELVES

On a late November afternoon in 1966, an Hawaiian Airlines aircraft landed at the Hilo Airport. Its innards yielded 43 weary travelers (21 males and 22 females) who were to begin the first day of a three-month stint as Peace Corps trainees. They were greeted by their training staff, who bestowed upon them the traditional leis and a warm Hawaiian aloha. After a brief orientation, room assignment, unpacking and a hot meal, the trainees began to get acquainted with each other and with their staff.

On the following day, several hours were assigned to the psychological assessment staff for introductions, orientation, collection of demographic data, and psychological testing. The demographic data and trainee self-descriptions to be described here were collected on that day. These data allow us to get a picture of the group as a whole, and of individual trainees. They are also of value for follow-up research studies.

A. Demographic Data

The demographic data are shown in Table 1.[8] This information is standard, including family data, geographic data and educational background.[9]

Two sections of Table 1, perhaps, require a brief comment. The section titled "occupations" contains data for only nine of the 43 trainees, for to be listed in this table an individual had to have had a full-time occupation for which he had trained and which was not merely a summer job. The section titled "Time spent outside of the U.S." was intended to provide data for follow-up studies concerned with the issue of cross-cultural adaption: Does

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[8] All Tables will be found in the Appendix.

[9] Micklich (1968) studied the relationship between several such demographic variables and selection ratings given trainees at the end of their training.

prior contact with a foreign culture facilitate cross-cultural adaptation?[10] Of those trainees who had spent some time outside of the U.S., most had traveled to Europe during summer vacation from college.

It is readily apparent from the data shown in Table 1 that the trainees in this project are very representative of the Peace Corps trainees entering programs during the mid-1960's. They are recent college graduates from middle class families of moderate size. Most of them come from medium-sized to small towns in the East and Midwest. About half of the trainees are first-born children, and almost one-quarter of the families had been disrupted at one time or another by divorce or separation of the parents.

Only five of the trainees have advanced beyond the Bachelor's degree, although many of them plan to return to universities after Peace Corps service. The social science departments of colleges have claimed the attention of almost one-half of the trainees. In the vernacular, they are mostly "A.B. Generalists," without specialized training or professional commitments. The majority of the trainees attended colleges of moderate to small enrollment.

Thus, we have the picture of a group of middle-class, Eastern and Midwestern, recent college graduates, who have come from families of moderate size and have attended colleges of moderate size. Most of them have not traveled extensively nor have they had much occupational experience. They

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[10]Unfortunately, no follow-up study concerning this question--or any other question--was done, due to lack of support and interest by Peace Corps officials.

have not been "around the horn," so to speak; and this will be their first life experience outside of the cocoon that is the American college and the American family.[11]

B. Self-Descriptions

Among the psychological tests administered to the trainees during the first week of training was the Adjective Checklist (ACL), (Gough and Heilbrun, 1960). The ACL consists of 300 adjectives which are descriptive of personality. Trainees were asked to check those adjectives which they felt were descriptive of themselves. The ACL yields a profile for each individual, which shows his position on each of 26 psychological scales. Fifteen scales were chosen for study. These particular scales were chosen for two reasons: (1) They had face relevance to the overseas mission; and (2) they coincided quite closely with the psycho-social need concepts used by Morris Stein (1966) in his study of an early Peace Corps group, allowing us to obtain some continuity within the sparsely populated patch-quilt that is Peace Corps research.

Table 2 shows brief definitions of the 15 psycho-social needs measured by the ACL, that were used in this study.[12]

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[11]While this type of demographic data is important for statistical purposes, and for certain types of follow-up studies, it does not capture the uniqueness of the group, nor does it depict the subtle nuances of background and individuality of group members. While detailed qualitative portraits of individual trainees are available, we must restrict ourselves in this article to group data to protect confidentiality.

[12]The use of self-descriptions on psycho-social needs was suggested by Stein's (1966) study of Peace Corps Trainees. The psycho-social needs used in this study and in Stein's study originated with Henry Murray (1938).

Once the "project-relevant" needs were selected, we had to develop a procedure for depicting the hierarchy of needs within the group of trainees. That is, we wanted a means of rank-ordering the 15 needs in the order of their salience within the group. To obtain hierarchy we obtained the average raw score for each of the 15 ACL need scales for the group of trainees. These averaged raw scores were then rank-ordered by sex, since needs are expected to reflect sex-differences.[13]

The hierarchy of psycho-social needs for the trainees by sex is shown in Table 3.[14]

Let us look first at the need-hierarchy for males.[15] The "typical male" states that he is curious about his own behavior and that of others--in effect, he is psychologically minded and perhaps empathic. And we find, too, that he is interested in experiencing the new and the novel. A need to extend material or emotional benefits to others ranks third in his hierarchy. He avidly seeks the attention of others, and yet he is an organized, planful person. These, then, are his most salient needs.

But when we look on the side of his least salient needs we find that he avoids seeking affection and emotional support from others, and curiously, he does not seem to derive much emotional satisfaction from interactions with members of the opposite sex. Further, he does not subordinate himself to others, nor does he readily express feelings of inferiority or social impotence. Yet he is not an aggressive, achievement-oriented individual in the stereotype of the American male.

---

[13]This procedure differs from that used by Stein, who had each trainee rank-order the psycho-social needs which were described on cards.

[14]Data were available for only 42 of the 43 trainees--one female was absent on the day of testing.

[15]And here we shall adopt the convention of selecting the top and bottom one-third of the psycho-social needs as indicative of our stereotypical trainee's need-hierarchy.

The composite portrait of our "typical male trainee," then, looks something like this:

> A young man of middle class background who has recently graduated from college, where he did not prepare himself for a very definite profession or occupation. He came from a family of moderate size, and he claims as his hometown a city or suburb of moderate size. His college was not a large state university, and it was usually located in the East or the Midwest. Prior to entering the Peace Corps he had not had extensive life experience. He says that he sees himself as sensitive to his own behavior and to that of others. At this time in his life he feels a need for change and to experience the new and the novel, and in the process he would like to help others. He is an organized individual who nevertheless has a flair for the theatrical--or, at least, he likes attention and an audience. He actively avoids seeking emotional support from others, and he appears to fear subordinate social roles. Yet he is not an aggressive, achievement-oriented person in the American image. Curiously, he does not seem to derive a great deal of satisfaction from heterosexual engagements.[16]

Shifting to the "typical female" in our training project, we find a somewhat different picture. While she shares with her male counterpart the need to understand her own behavior and that of others, she seems to be an organized, orderly person who persists in any task undertaken. Seeking subordinate social roles, she does appear to be motivated to help others in both emotional and material ways.

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[16]But then if he did, what would he be doing in the Peace Corps?

Moving to the bottom of her need-hierarchy ladder, we find that she is neither aggressive nor does she seek the attention of others. While she is not an independent person, she disdains seeking affection and emotional support from others. And like her male counterpart she is not achievement-oriented, at least not in a socially recognized manner.[17]

The composite portrait of our "typical female trainee," then, looks something like this:

> She is roughly of the same social class, family background, and education level as her male counterpart, but there is one difference: of the nine trainees who had had occupations, six were females.[18]
>
> Like her male counterpart, she is sensitive to her behavior and to that of others. An organized, good-oriented girl, she seeks socially subordinate roles in which she can be of service to others. The veridicality of this self-description is somewhat supported by the occupations the female trainees had chosen: occupational therapist, teacher, medical technologist, etc. And these traits are quite consonant with the service orientation required of Peace Corps Volunteers.
>
> While not an outgoing, aggressive person, she does not tend to seek emotional support from others or to confine herself to the pursuit of goals which are socially approved and commonplace.
>
> Thus, a feminine, sensitive, task-oriented, somewhat unconventional girl is our "typical female trainee."

---

[17] As I understand the "Achievement scale," the highs are motivated to achieve material success in such a manner that it will elicit admiration from those who desire visible evidence of one's life "progress," but it does not reflect motivation to achieve one's personal goals, which may be quite different from contemporary, socially prominent goals.

[18] These conclusions were drawn from consideration of the demographic data for females.

III. THE STAFF'S NOTION OF THE "IDEAL TUBERCULOSIS-CONTROL PEACE CORPS VOLUNTEER"

The portrait of the trainees we have thus far obtained was derived from actual data contributed by the trainees themselves. Now we shall consider a portrait of quite different nature and origin.

From experience on many Peace Corps training projects, the writer learned that the training staff--and this includes the assessment staff--has a stereotype of the "ideal Volunteer" for their project. Often, however, they are not able to articulate their images and expectations. So, one wonders what each member of the staff expects, and how much agreement there is among the various staff members--do their individual images agree or are they quite divergent?

The first step in attempting to elicit staff images and agreement is to get them to give descriptions of their ideal in a common language which will permit comparison and facilitate computation of an index of inter-staff agreement. And a very useful device was readily available from personality psychology--the Q-sort method.

A. The Q-sort Method

The Q-sort method was devised in an effort to develop a common language with which to describe human personality and behavior, and which would permit comparison of descriptions rendered by two or more sorters. To develop a common language, statements descriptive of salient personality and behavioral traits are enunciated and written on cards. These statements then constitute a language of personality and behavior.[19, 20]

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[19] For a comprehensive history and description of the Q-sort method see J. Block (1961).

[20] Clearly, the languages we utilize should be appropriate to the populations we aim to describe. Thus, the language used to describe mental patients will differ from those used to describe children, managerial trainees, and Peace Corps trainees. Perhaps a Q-sort language should be developed especially for Peace Corps trainees--or several languages, each relevant to the different cultures and jobs for which the trainees are being prepared.

Once a suitable language has been developed, the next step is to devise a method of sorting the statements so that a numerical index of inter-sorter agreement is forthcoming. The method used in the present study was the forced-choice method.[21] Briefly, the cards, each containing a statement descriptive of personality, are sorted into categories ranging from most descriptive, or salient, to least descriptive, or negatively salient. The number of cards permitted in each category is fixed and, of course, it is the same for each sorter. The distribution approximates a normal curve as depicted in the example in fig. 1.

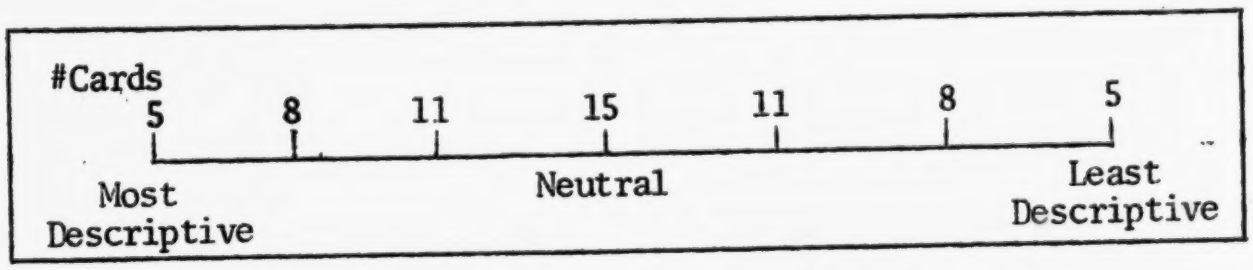

fig. 1 Distribution of 63 cards for the seven-point, forced-choice Q-sort.

The next step is to weigh the personality descriptions thus obtained. In our example (fig. 1) there are seven categories; so descriptions sorted into the "most descriptive" category will receive seven points and so on down to the statements sorted into the "least descriptive" category which will receive one point each. It is now an easy matter to obtain a numerical index of inter-rater agreement by correlating the weights of the personality descriptions between sorters.[22]

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[21] For a detailed treatment of the forced-choice method of Q-sorting see Block (1961).

[22] Again, see Block (1961) for the details of this rather simple procedure.

B. The Results of Our Experiment

Six staff members who had professional experience describing personalities, and who had been exposed to extensive orientations concerning the job, the difficulties anticipated, the culture and sub-cultures, and many other aspects of the situation which the trainees would encounter in the field, were chosen to do a Q-sort of the "Ideal Tuberculosis-Control Peace Corps Volunteer." They each sorted the same set of 63 cards bearing personality descriptions, and they did their sorting independently and without collusion. The index of inter-sorter agreement is shown in Table 4. The coefficients of correlation seem adequate, ranging from a low of .50 (PDR-Psy) to a high of .75 (FAO-COP). The average coefficients of correlation for each sorter are designated as "$\bar{r}$" in Table 4.

It would appear, then, that there is considerable agreement among the sorters on what the "Ideal Tuberculosis-Control Peace Corps Volunteer" is like. What makes it most interesting is the fact that this is a first project and there is no feedback from the field available. Thus, the staff has arrived at considerable consensus in their portraits of a stereotype, the accuracy of which can only be guessed.

In Table 5 we find the composite portrait of the "Ideal Tuberculosis-Control Peace Corps Volunteer," as conceived by six experienced personality assessors.

The positively defining characteristics have mostly to do with interpersonal relations. The negatively salient characteristics suggest a rather neurotic personality with few interpersonal skills of a positive nature, although considerable interpersonal dexterity at alienating others.

After reading this portrait several times it seemed strongly reminiscent of a stereotype I was familiar with. In Block's book on the Q-sort (1961) there is a composite portrait of the "optimally adjusted personality," which is, in effect, a mental-health stereotype concocted by nine clinical psychologists. Their stereotype was composed with the middle-class American, in the American culture, firmly in mind. The coefficient of correlation between the "Ideal Tuberculosis-Control Peace Corps Volunteer for Malaysia" and the "Optimally Adjusted Middle-Class American" is .89![23] It would seem that our sorters have agreed independently that the optimally adjusted American personality is ideal for tuberculosis-control work in Malaysia, or, perhaps, it reveals the prevalence of a stereotype which has been internalized after professional training in the field of psychology and association with kindred spirits.[24] Nevertheless, it suggests a type of global thinking which does not reflect the wealth of subtle nuances of cultural demands or task requirements.

Can the optimally adjusted American personality--as defined by mental health workers--perform well in any culture, doing any job to which the Peace Corps assigns him? The standard Peace Corps assessment model seems to be based on an affirmative answer to this question. But we shall deal with this matter a little later on.

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[23]With Spearman-Brown correction for correlation of composites.

[24]Part of the bias--if it is bias--can be attributed to the language of the personality-descriptive statements contained in the California Q-sort deck.

IV. A PEER NOMINATION METHOD OF PERSONALITY DESCRIPTION

After extensive orientation sessions with the project director, who had recently returned from a survey of the tuberculosis-control situation in Malaysia, and with Host Country nationals and Returned Peace Corps Volunteers, five personality traits were chosen a priori as project relevant:

I. Sense of Identity: Giving the impression that one knows who he is and where he is going in life.

II. Compliance - Independence: At the compliance extreme of the scale one gives the impression that he needs the help and guidance of others in his every action; at the independence extreme of the scale one impresses others as being independent for the sake of independence.

III. Social Responsibility: Impressing others that one can be relied upon and trusted. Dependable.

IV. Openness to Experience: Open and ready to experience the new and the novel in social and environmental situations. Greeting new experiences with open arms and a sense of gusto.

V. Sensitivity to Others: Impressing others as socially sensitive to the cues and subtle nuances of interpersonal relations. Empathic and socially aware, at least on the surface.

The scales were written so that they would pertain to observable behavior and there would be little need for complicated inferences on the part of the raters. The focus was on phenotypic personality traits, i.e., observables, because these were thought to be most important for the everyday effectiveness of a Peace Corps Volunteer.

A. Procedure:

During the first week of training the trainees were placed in groups of 10 to 11 members. Throughout the 12 weeks of the training program the groups remained the same. Group members had very adequate opportunities to become closely acquainted, for they participated in sensitivity training twice weekly, and they spent several hours a week in group discussions of Asian-American problems. In addition, each group spent one week together in a primitive living situation, and two weeks together conducting a tuberculosis survey of the Island of Hawaii. Indeed, several trainees felt that they were made to spend too much time with their group--they were losing their individual identity, they said.

Trainees rated only members of their own group on the five personality traits. Peer nomination sessions were conducted during the third, sixth, and ninth weeks of training.

The peer nomination method used in this study has been well researched (see Fitzgerald, 1968), and it will be very briefly described here.

B. Method:

Each personality scale is bipolar. For example, the scale titled "Openness to Experience" contains at one extreme a description of a person who greets new social and environmental experiences with open arms, while at the other extreme there is a description of a person who shys away from the new and the novel. Trainees are told that these are two extremes of a continuum and there might be no one in their group who comes close to either description, but they are asked to envision a continuum and to nominate one-third of their group towards one end of the continuum and one-third towards

the other end.[25] They are then asked to rate themselves on each trait and to estimate where their peers will place them on each trait continuum. Each trainee completed his peer nomination form independently, and there was no discussion or collusion during the peer nomination sessions.

Two scales were used to describe each personality trait, and they were placed on separate pages of the peer nomination form. This procedure enables us to obtain uncontaminated reliablity coefficients between subscales and to obtain adequate data input, too.[26]

C. Comparison of This Peer Nomination Procedure with the Standard Peer Nomination Procedure of the Peace Corps

The peer nomination form adopted as standard by the Peace Corps is very crude and it invites bias. Usually trainees are requested to nominate five of their peers on each of the following: (1) Most successful Peace Corps Volunteers; (2) Least successful Peace Corps Volunteers (or, alternately, "Most likely to have difficulties overseas"); (3) Those with whom they would like to be assigned; (4) Those with whom they would not like to be assigned. They are requested to make a short statement justifying each of their nominations.

What happens in practice, however, is quite another matter: some trainees complete only the positive sections of the form, i.e., "most successful" and "assign with;" others nominate only those with whom they would like to be assigned; some trainees do not fill out their forms, while others provide

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[25]This insures that each trainee has an equal probability of being rated high or low or unrated on each personality trait.

[26]For technical details of these procedures see Fitzgerald, 1968.

copious comments. Clearly, data gathered in this manner are selective and very susceptible to bias.[27] The trainees are well aware of these shortcomings, and morale problems inevitably occur at peer nomination time.[28]

Thus, the standard Peace Corps peer nomination procedure has two serious shortocomings: (1) it lacks a reliable index of interrater agreement which would permit us to determine consensus of personality description; (2) it causes serious morale problems. The first shortcoming presents a technical, psychological problem, the second presents a problem in human relations. It was to eliminate these problems that the present assessment model was developed for the Peace Corps.

D. Results Obtained with the New Peer Nomination Method of Personality Description

Our first task was to determine the score reliabilities (r_s), which are our indices of the amount of interrater agreement,[29] for each of the three administrations of the peer nominations. There are two subscales for each of the five personality traits, and data are presented for each subscale in Table 6. With the exception of Subscale 5, TRAIT III (Social Responsibility), for the first administration during the third week of training, the reliability coefficients are quite adequate. Indeed, it is surprising to find such high

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[27] An early research study (Fitzgerald & Jaeckle, 1966), designed to determine the weight given to the various pieces of data presented at Peace Corps selection boards, indicated that negative peer comments carried more weight than any other item of selection data!

[28] These problems can often be alleviated by an assessment officer who has established a relationship of trust with his trainees, but there is no reason for them to occur in the first place.

[29] For a discussion of these r_s, or "Conspect reliability coefficients," see Fitzgerald, (1968).

interrater agreement after a scant three weeks of acquaintance. This gives us strong indication that the personality scales were based upon observable behavior, and they were easy for the trainees to understand and to rate. The score reliabilities remained high for each of the three administrations over the nine week period. We can conclude, then, that our personality descriptions as rendered by the trainees themselves, carried a good deal of consensus on observable behavioral traits which were selected a priori as project relevant.

In Table 7 the test-retest coefficients for each personality scale (subscales averaged) over three occasions is presented for total sample and for the male and female subsamples.[30] The trait of "Sense of Identity" does not yield high coefficients for total sample or for the male and female subsamples from the third to the ninth weeks of training (1^{st} to 3^{rd} administrations). This trait, perhaps, was the least phenotypic of the lot. Curiously, our females agreed very much upon who was and who was not socially responsible (TRAIT V) during the first weeks of training, but there is a clearly discernible trend of disagreement or indecision over the nine weeks of training. The writer has no clear explanation for this phenomenon.[31]

Our conclusions are clear:

(1) Within three weeks of acquaintance Peace Corps trainees can arrive independently at a consensus on personality descriptions of their peers.

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[30]Sex differences could not be differentiated for the score reliabilities (r_s) since the rating groups were of males and females combined.

[31]But then, females are to be loved and not understood.

(2) With two exceptions this consensus remains stable over nine weeks of close living. These exceptions are "Sense of Identity" for both males and females, and "Social Responsibility" for females only. The changes in these scales occurred from the 3rd to the 9th weeks.

As a further research effort, a factor analysis of our five personality scales was carried out. Again, the two subscales of each trait were averaged. The purpose of this factor analysis was to determine the independence among the trait dimensions of our personality matrix. The results of the factor analysis are presented in Table 8. Clearly, our personality trait scales are independent of each other, for there are five independent factors for five scales.

E. The Feedback Procedure: An Attempt at Human Relations Training

At the outset of the training program, the trainees were informed that their psychologist would be using an experimental method.[32] The method was explained to them in detail, both in individual sessions and in a group session. They were told that the personality traits selected for assessment were merely a priori relevant, but perhaps the feedback provided to them on how they appeared to others would be useful. It was hoped that it would be relevant to their forthcoming overseas assignment--but no promises could be made.

After each of the peer nomination sessions, the forms were scored by clerks. The psychologist merely composed a composite portrait as rendered by the peer nomination scores. And he related this portrait to each trainee who desired to learn of his image.

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[32]They were also told that there were no criterion data available in the Peace Corps, so there was little substantial difference between experimental method and standard method.

The feedback sessions often led to long discussions, and they led to anger, and remorse and bewilderment, and sometimes to unexpected happiness. The trainees learned to see themselves as they were seen by their peers... often for the first time in their lives. Their self ratings and their predictions of what the peer ratings would be like were discussed with great impact.

It is not possible to evaluate the effect of the feedback sessions fully without considerably more research. The relevance of our personality evaluations of trainees to their performance overseas is unknown. The effect of "knowing how one is seen by others" is unknown--indeed, it could be deleterious and another American cultural fad.

Well, what did we learn? We learned that Peace Corps trainees can come to a consensus on personality descriptions of each other within a scant three weeks' acquaintance. We learned that this consensus is reasonably stable over a nine-week period. And that is all that we learned, but perhaps that is enough for a start. Assessment did become a part of training in this project, and research did, too.

V. THE STANDARD PEACE CORPS ASSESSMENT MODEL AND AN ALTERNATIVE

A. The Standard Model

"The Standard Peace Corps Assessment Model" refers to the assessment procedures outlined in Field Assessment Officer's Guide to Field Assessment.[33]

To fully understand the "standard model" it is necessary to retreat into history for a moment.

Initial reactions to the concept of a Peace Corps were not all favorable; there were dissident elements within various branches of the government and within non-governmental organizations who believed that international incidents of various degrees of severity would result from this experiment in international relations. Many of the arguments advanced by the Peace Corps' opponents were not without reason and logic. Clearly, a very careful screening procedure was required: a screening system which would eliminate those who were likely to become involved in incidents, and those for whom the cross-cultural experience would be personally injurious. Psychologists were recruited to devise the screening system, and the onus was on them to devise a system that would produce immediate results--a few early incidents could wreak havoc within the new Peace Corps Agency.

The system initially devised by the Peace Corps' assessment architects is still very much with us today. On the surface it has many parallels with a "mental hospital model"; that is, the Peace Corps trainee is subjected to an assessment routine similar to that of the mental patient.[34] Let's take a closer look at the parallels.

[33] It is fully realized that innovations and experiments have taken place at many training sites, and the standard model has not always been followed. Yet the model is so widely accepted and utilized within Peace Corps that it is not unfair to call it the "standard model."

[34] This is not to say that the early assessment architects based their creation directly on a "mental hospital model," but it is asserted that the parallels are clearly present. (The "new" that one creates is seldom far from his last endeavors.)

Standard Peace Corps Model	Mental Hospital Model
1. Shortly after arrival at the training center, demographic data are gathered on each trainee.	1. Shortly after arrival at the mental hospital or clinic, demographic data are gathered on each patient (client).
2. Psychological tests are then administered to each trainee; often these tests focus on pathological symptoms.	2. Psychological tests are then administered to each patient; often these tests focus on pathological symptoms.
3. Personal interviews are scheduled for each trainee with the psychologist assigned to assess him. The content, focus and interviewing style differs, of course, for each psychologist.	3. Personal interviews are scheduled for each patient with the psychologist (or psychiatrist) assigned to assess him, etc.
4. During the course of their daily activities, including recreational activities and social functions, the trainees are observed by their psychologists and their training staff.[35]	4. During the course of their daily activities, including recreational activities and social functions, the patients are observed by their psychologists (psychiatrists) and their ward and occupational therapy staff.
5. At least once during a training program, trainees are asked to evaluate each other in a formal, structured manner.	5. The reactions of patients to each other are given weight, but usually not in a formal, structured manner.
6. Personal interview sessions are held with each trainee at intervals during the training program. The purpose of these sessions--called "feedback sessions," a phrase adapted from computer jargon--is to provide trainees with progress reports. They are told how they stand, and they are given indication of their fitness for overseas service.[36]	6. It is less often that such "feedback" sessions are held with mental patients, but they do occur in the context of determining appropriate diagnosis, treatment and disposition, and in the context of psychotherapy sessions.

[35] This is not to imply a Gestapo-like system, but when staff and psychologists are called upon to evaluate trainees, these unplanned observations influence their evaluations.

[36] In practice, such sessions focus on the negative, and they are used to prepare some trainees for the worst, i.e., deselection, thus easing the task of the Selection Officer.

Standard Peace Corps Model	Mental Hospital Model
7. It is currently in vogue to hold "group dynamics" sessions (T-groups, D-groups, sensitivity training, etc.) with trainees. The purpose of these sessions is described in various ways, depending upon the orientation of the group-practitioner. The aim of such sessions is to learn to know oneself by learning how others react to you and how you react to their reactions. "Gut reactions" are encouraged.	7. Group sessions of similar nature are held with mental patients. The aim and focus of such sessions differs from group-therapist to group-therapist.
8. The aim of the assessment process in the Peace Corps is to provide a wealth of data to the Selection Officer, who is chairman of the selection boards and who is solely responsible for the selection decisions.[37] The Selection Officer receives his data from numerous and divergent sources: a Civil Service background report, psychological test results, personality descriptions by the assessment personnel, grades and progress reports by instructors, peer comments, staff observations, self evaluations, and various and sundry comments made by staff members during board meetings. The Selection Officer must somehow integrate this deluge of data into a coherent portrait, and then make his selection decision. This selection procedure we shall call "the global method." And keep in mind that it calls for a "clinical judgment" on the part of the Selection Officer, and that he rarely has any clearcut, validated criteria upon which to base his decisions.	8. Board meetings are convened to discuss mental patients, and to make decisions which bear upon their disposition. A wealth of data are presented at these meetings, and the chairman of the board is usually the Chief Psychiatrist, who is often solely responsible for making board decisions.[38] The data presented at these meetings are curiously similar to those discussed at Peace Corps board meetings: background data, psychological test results, personality descriptions, staff observations, progress in various aspects of "training," e.g., psychotheraphy, occupational therapy, etc. Decisions concerning the patients are made on the basis of this mass of data, which the Chief Psychiatrist must integrate. Again, the global method which results in a "clinical judgment" is prominent.

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[37] For a detailed description of the functioning of a Peace Corps selection board, see Goldberg (1963).

[38] Board conducted in mental hospitals and clinics, as well as those conducted in the Peace Corps, vary considerably in their climate, from very autocratic to very democratic.

B. A Critical Assessment of the Standard Assessment Model

These, then, are the parallels between the "Standard Peace Corps Assessment Model" and the "Mental Hospital Model." In outline form they are strikingly parallel patterns of personality assessment, and we find two very important aspects which they share in common and upon which we shall focus in the remainder of this article:

(1) The assessees participate very little in the assessment process beyond providing demographic data, psychological test scores, and behavioral data.

(2) The assessment-selection model is a global one, i.e., data are gathered from numerous, superficially related sources and "clinical judgments" result therefrom.

While it is reasonable to assume that some mental patients are not optimal participants in the assessment process because they lack stability of judgment, this assumption does not hold for Peace Corps trainees. For two very important reasons it behooves us to devise an assessment strategy which involves trainees in a very intimate manner: First, trainees tend to know themselves and each other better than their staff knows them, and hence they are a most important source of data; secondly, serious morale problems occur when trainees are excluded from their own assessment process, and this is reflected in the quote which began this article. (It is as if they were allowed to appear at the window of assessment with wet noses pressed upon it and steaming breaths clouding it.) Excluding trainees from the assessment process results in anxiety and suspicion, and it is a detriment to the training program. Trainees see their staff as a conglomerate of finks, and the staff, too, feels that it is being called upon to do something beyond its ken. Thus, by excluding trainees from an integral role in the

assessment process, we lose an important source of data, and we create a psychological environment within the training program which is often very harmful.[39] The negative effects of the assessment climate often remain with a Peace Corps Volunteer throughout his overseas service, and they continue when he returns to become a training-staff member. Clearly, the negative effects of assessment can linger far beyond the tenure of the training program, and indeed they can come home to roost--the boomerang effect!

The topic of global assessment-selection models with concomitant "clinical judgments" has been much researched, and many articles appear in the psychological literature. Some of the typical findings are:

(1) The amount of professional training and experience of the judge does not relate to his judgmental accuracy (e.g., Goldberg, 1959; Johnston & McNeal, 1967).

(2) The amount of information available to the judge is not related to the accuracy of his resulting inferences (e.g., Borke & Fiske, 1957; Hunt & Walker, 1966;).[40]

(3) There is no correlation between clinical judgments when derived from two different sources of data on the same person by two different clinicians (Goldberg & Werts, 1966).

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[39]The negative psychological effects of the standard assessment model can be overcome to some extent by those assessment personnel who have established relations of trust and rapport with their trainees. Perhaps this is what occurred in the Virgin Islands assessment program, for it is very doubtful that their assessment model per se could have achieved the claimed results. (see: Dorn's Virgin Islands Report, 1968).

[40]And this includes a study of x-ray judgments by medical radiologists which occasioned Goldberg (1968) to remark: "...these findings suggest that diagnostic agreement in clinical medicine may not be much greater than that found in clinical psychology--some food for thought during your next visit to the family doctor."

Goldberg (1968) sums up the situation as follows:

> I can summarize this ever-growing body of literature /i.e., examinations of the global-clinical model/ by pointing out that over a rather large array of clinical judgment tasks (including by now some which were specifically selected to show the clinician at his best and the actuary at his worst), rather simple actuarial formulae typically can be constructed to perform at a level of validity no lower than that of the clinical expert.
>
> And there are studies (e.g., Sawyer, 1966) which show that the actuarial mode of prediction is usually superior to the clinical mode of prediction.[41]

Proponents of the global-clinical approach often claim that the trained clinician is able to make use of large and diverse amounts of data in a complex, configural manner. After surveying numerous studies which focused on this claim Goldberg (1968) concludes:

> If the clinician does have a long suit--and the numerous clinical versus statistical studies have not yet demonstrated that he has--it is extremely unlikely that it will stem from his alleged ability to process information in a complex configural manner.

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[41]The actuarial mode of prediction consists in gathering information relevant to the desired prediction, giving the various types of information different weights relative to their differential importance, and combining these weights to form a simple predictive formula which is continually checked against predictive accuracy. (For more detailed treatments of this topic see Gough (1962), and Goldberg, (1968).)

The evidence is rather strong, then, that the global-clinical model of personality assessment within Peace Corps is rather inefficient and outdated in the following respects:

(1) It tends to eliminate an important source of data, i.e., the trainees.

(2) It causes serious morale problems within the training program, and these same problems can have a deleterious effect upon overseas performance by nurturing a negative attitude towards the Peace Corps. Since many Returned Volunteers are engaged as training staff, these problems continue to have effects several years after their onset--the boomerang effect.

(3) There is abundant research evidence which indicates that the global-clinical model is inefficient and outmoded.

(4) There is every reason to believe that the global-clinical model is much more costly than other available models which are superior in payoff. And budget is a very important consideration within governmental agencies these days--and within industry, too, perhaps.

Why, then, does the Peace Corps continue to use the global-clinical model? There is a very compelling explanation for this phenomenon; it has two parts, and there is research evidence behind it.

As we know, the global-clinical model depends upon a large amount of data from diverse sources. As the amount of data increases, the confidence of the judges increases. That is, the more information a Peace Corps psychologist has, the more confident he feels that his assessment of selection judgments are correct. But this confidence becomes entirely out of proportion to the correctness of the judgments as the amount of data increases beyond an optimal level.

This is the first part of the explanation to the Peace Corps assessment phenomenon, and it may seem like a rather bold one. But it is well supported by research evidence. For example, Oskamp (see Goldberg, 1968), working on a kindred problem, found that his judges (including experienced clinical psychologists) became more convinced of their own increasing understanding of persons as they received more information. As they received more information their confidence in their decisions soared! Yet, their certainty about their decisions became entirely out of proportion to the actual correctness of their decisions.

The same phenomenon is reported by Roback in an independent research study, and Goldberg (1968) presents a succinct review of these findings. These are not unusual or astounding findings, and their counterparts can be found in abundance during the course of everyday life. It seems that the amount of confidence we feel in our judgments is a function of the amount of information we have upon which to base our judgments. Unfortunately, the accuracy of our judgments is not based directly upon the abundance of information.[42]

Thus, we can postulate that one part of the explanation for the continued use of the global-clinical model within the Peace Corps is the feeling of confidence generated by the large amount of information collected on each trainee. But this is only one part of the explanation, for the model would have been changed long ago if it had produced negative results that were clearly visible. And this is just the rub! There is no clear feedback. Peace Corps Assessment Officers rarely receive any systematic information bearing on their assessment evaluations and judgments. In those rare instances when they do receive information about trainees they have

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[42]Since it is costly to collect data, it would behoove us to pursue parsimony for the sake of efficiency and economy. This consideration alone should lend us to explore actuarial models.

assessed, it is very vague data, indeed, and it arrives months after the evaluations and judgments are made! Under these conditions it is not surprising that the global-clinical model has not been revised or abandoned. It is like throwing darts in the dark...and you can call out your score at will.

And the Field Selection Officer, within whose province the destiny of each trainee lies, is in precisely the same situation: he rarely receives feedback pertaining to his selection decisions, or where his darts have gone.

Is it any wonder, then, that the model persists, for it generates confidence and it tells no tales!

With these considerations in mind, we set about to construct a new assessment model: a model which would pertain in a parsimonious manner to the overseas mission; and it would involve the trainees in an intimate manner; and it would allow overseas follow-up in an efficacious manner.

C. A Quasi-Actuarial Model for Peace Corps Assessment

Three considerations governed construction of the present assessment model: (1) trainee participation; (2) project relevance; (3) parsimony.[43] The trainees would assess each other on traits which were selected as a priori relevant to task and culture, and the assessment procedure would be such that it could be administered and scored by clerks. The job of the psychologist would be to design and evaluate his assessment instruments, and to provide feedback to his trainees in individual feedback sessions aimed at human relations training. The personality descriptions of trainees presented at the Selection Board would be taken directly from their own descriptions of each other without the intervention of professional soothsayers. These were our considerations, and they were followed exactly.

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[43]There was a fourth consideration, too, and it focused upon overseas follow-up which would provide immediate and much needed feedback. Unfortunately, institutional support was not forthcoming and this aspect had to be abandoned, although it governed the architecture of the model.

Our model, as applied to this training project, must be called a quasi-actuarial model for two reasons. First, subjective judgment entered in all along the line, in the choice of instruments, items of description, and methods of summarizing data. Preferably, systematic field research would have yielded objective criteria for such choices. Second, the standard assessment procedures of testing, interviewing, observing, etc., were also followed during this project, so that we would not be in violation of our contract with Peace Corps/Washington. But the standard psychological tests played no part in the assessment, the interviews were merely "get acquainted" sessions, and the observations always took place in the context of social events where the observer was an active and equal participant with the trainees. In effect, the standard assessment procedures had little influence on the personality descriptions presented at the selection boards. The trainees themselves provided the personality descriptions within the format we offered to them!

VI. CONCLUSIONS

The purpose of this research study was to devise a method of personality assessment for the Peace Corps which would (1) increase efficiency, (2) decrease budget, (3) include human relations, and (4) promote research, so that we would know what we were doing when we evaluate individual human beings for a particular task within a particular culture.

What have we learned? We have learned about our trainees, both by demographic data and by self-descriptions. We have learned that professional personality evaluators are prone to use a stereotype of the "Ideal Peace Corps Volunteer" which has no known cross-cultural reference. We have offered further evidence that Peace Corps trainees can provide reliable personality descriptions of each other, and that when these descriptions are gathered in a systematic, controlled manner, they can serve several functions at once.

This study suggests that a quasi-actuarial method of personality assessment can be effective within the Peace Corps, and that it can lead to an integration of assessment, training and research. The technical and the human are not necessarily natural enemies.

Clearly, personality assessment without research is like throwing darts in the dark...and calling out your score at will. It is time for a change in Peace Corps assessment strategy.

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VIII.

APPENDIX

Table 1

Malaysia XV (TB Control, Science Teachers, Medical Technology Trainees)

Demographic Data

(N = 43)

Age		Birth Order		No. Children in Family	
Mean:	23	1st and Only	21	Mean:	3.37
Range:	21 - 41	Later	22	Range:	1 - 9

Section of Country		Size of Hometown	
Midwest	13	Million plus	5
East	12	100,000 - Million	7
Far West	9	25,000 - 100,000	13
South	4	10,000 - 25,000	8
Southeast	3	1,000 - 10,000	7
Southwest	2	Less than 1,000	3

Social Class*	
I	8
II	7
III	14
IV	9
V	5

Family Disrupted by Divorce or Separation		
No	34	79%
Yes	9	21%

Occupations	
Medical Technologists	2
Teachers	2
Biologist	1
Librarian	1
Mortician	1
Occupational Therapist	1
Retired Military Man	1

Time Spent Outside of the U. S.	
None	20
Less than 6 months	17
1 year to 5 years	1
5 years to 10 years	3
More than 10 years	2

*Hollingshead's Index of Social Status

Table 1 (Cont'd)

Malaysia XV (TB Control, Science Teacher, and Medical Technologist Trainees)

Demographic Data

(N = 43)

Level of Education		College Majors	
Master's Degree	2	Social Sciences	21
A.B. plus Advanced Study	3	Biological Sciences	5
Bachelor's Degree	32	English/Speech	4
Four Years College (but lack some degree requirements)	3	Humanities	3
A.A. Degree plus One Year	1	Education	2
A.A. Degree plus Six Months Technical Training	1	Medical Technology	2
Two and One-Half Years Junior College, but lacks degree	1	Physical Sciences	2
		Mortuary Science	1
		Pharmacy	1
		Physical Education	1
		Occupational Therapy	1

Size of College	
25,000+	5
10,000 - 25,000	9
5,000 - 10,000	11
1,000 - 5,000	15
Less than 1,000	3

Table 2

(Brief Definitions of the Fifteen Psychosocial Needs)

Abasement: to express feelings of inferiority through self-criticism, guilt, or social impotence.

Achievement: to strive to be outstanding in pursuits of socially recognized significance.

Affiliation: to seek and sustain numerous personal friendships.

Aggression: to engage in behaviors which attack or hurt others.

Autonomy: to act independently of others or of social values and expectations.

Change: to seek novelty of experience and avoid routine.

Deference: to seek and sustain subordinate roles in relationships with others.

Dominance: to seek and sustain leadership roles in groups or to be influential and controlling in individual relationships.

Endurance: to persist in any task undertaken.

Exhibition: to behave in such a way as to elicit the immediate attention of others.

Heterosexuality: to seek the company of and derive emotional satisfactions from interactions with opposite-sexed peers.

Intraception: to engage in attempts to understand one's own behavior or the behavior of others.

Nurturance: to engage in behaviors which extend material or emotional benefits to others.

Order: to place special emphasis on neatness, organization, and planning in one's activities.

Succorance: to solicit sympathy, affection, or emotional support from others.

Table 3

(The Order of Fifteen Psychosocial Needs in Malaysia XV Trainees)

All Males (N = 21)		All Females (N = 21)	
Rank	Need	Rank	Need
1	Intraception	1	Intraception
2	Change	2	Endurance
3	Nurturance	3	Order
4	Exhibition	4	Deference
5	Order	5	Nurturance
6.5	Affiliation	6	Abasement
6.5	Dominance	7	Change
8	Autonomy	8	Affiliation
9	Endurance	9	Heterosexuality
10	Achievement	10	Dominance
11	Aggression	11	Achievement
12	Abasement	12	Succorance
13	Deference	13	Autonomy
14	Heterosexuality	14	Exhibition
15	Succorance	15	Aggression

Table 4

(Intercorrelations of Staff Q-Sorts for "Ideal TB Control PCV")

	FAA[1]	FAA[2]	COP	PDR	PSY	$\bar{r}$
FAO	.68	.72	.75	.65	.70	.70
FAA[1]		.60	.60	.58	.59	.61
FAA[2]			.75	.64	.64	.67
COP				.56	.68	.67
PDR					.50	.59
$\bar{r}$					.62	

Definitions of Staff Titles:

FAO = Field Assessment Officer

FAA = Field Assessment Associate (There were two FAAs involved)

COP = Coordinator of Psychology

PDR = Project Director

Psy = Psychologist

The FAO, the COP, and the Psy were Ph.D. psychologists. The two FAAs held Masters degrees in Psychology. The PDR was a psychiatric nurse with extensive supervisory and training experience.

Table 5

Q-Sort Description of the Ideal Malaysia XV TB Control PCV as Viewed by Six Staff Members

Items* Considered as Positively Defining of the Ideal TB Control PCV:

26. Is productive; gets things done.

64. Is socially perceptive of a wide range of interpersonal cues.

28. Tends to arouse liking and acceptance in people.

35. Has warmth; has the capacity for close relationships; compassionate.

60. Has insight into own motives and behavior.

88. Is personally charming.

85. Emphasizes communication through action and non-verbal behavior.

75. Has a clear-cut, internally consistent personality.

17. Behaves in a sympathetic or considerate manner.

83. Able to see to the heart of important problems.

32. Seems to be aware of the impression he makes on others.

92. Has social poise and presence; appears socially at ease.

2. Is genuinely dependable and responsible person.

Items Considered as Negatively Defining of the Ideal TB Control PCV

45. Has a brittle ego-defense system; has a small reserve of integration; would be disorganized and maladaptive when under stress of trauma.

78. Feels cheated and victimized by life; self-pitying.

36. Is subtly negativistic; tends to undermine and obstruct or sabotage.

10. Anxiety and tension find outlet in bodily symptoms.

23. Extrapunitive; tends to transfer or project blame.

40. Is vulnerable to real or fancied threat, generally fearful.

(*)Item numbers refer to the personality descriptions thus numbered in the California Q-sort (Block, 1961).

Table 5 (Cont'd)

Items Considered as Negatively Defining of the Ideal TB Control PCV (Cont'd)

55. Is self-defeating.

22. Feels a lack of personal meaning in life.

34. Over-reactive to minor frustrations; irritable.

49. Is basically distrustful of people in general; questions their motivations.

53. Various needs tend toward relatively direct and uncontrolled expression; unable to delay gratification.

13. Is thin-skinned; sensitive to anything that can be construed as criticism or an interpersonal slight.

68. Is basically anxious.

79. Tends to ruminate and have persistent, pre-occupying thoughts.

Table 6

Score Reliabilities (r_s) Indicating Amount of Interrater Agreement Three Administrations of Peer Nomination Scales Over Nine Weeks.

Trait	Subscale	r_s Administration 1st	2nd	3rd
I Sense of Identity	1	.69	.65	.74
	2	.67	.66	.69
II Compliance -	3	.77	.78	.83
Independence	4	.76	.77	.76
III Social Responsibility	5	.53	.60	.60
	6	.71	.66	.69
IV Openness to	7	.76	.70	.63
Experience	8	.69	.69	.65
V Sensitivity to	9	.71	.71	.71
Others	10	.65	.74	.69
	Avg 1 - 10	.69	.70	.70
	Avg 1 - 2	.68	.66	.72
	Avg 3 - 4	.77	.78	.80
	Avg 5 - 6	.62	.63	.65
	Avg 7 - 8	.72	.70	.64
	Avg 9 - 10	.68	.72	.70

TABLE 7

Peer nomination scales: Test-retest coefficients over three occasions for total sample and male and female subsamples.

Scale	I			II			III			IV			V		
Occasion	1-2	2-3	1-3	1-2	2-3	1-3	1-2	2-3	1-3	1-2	2-3	1-3	1-2	2-3	1-3
Total Sample (N=43)	.63	.83	.46	.87	.88	.77	.77	.66	.68	.88	.79	.75	.87	.85	.73
Males (N=21)	.66	.83	.47	.88	.84	.78	.75	.60	.63	.91	.80	.83	.87	.89	.83
Females (N=22)	.63	.82	.49	.80	.88	.67	.80	.75	.76	.86	.82	.69	.81	.69	.38

Table 8

Rotated Factor Matrix for Five Peer Nomination Scales at Final Administration (ninth week).*

	Factor				
	1	2	3	4	5
Scale					
I	-.05	.23	.12	.05	.89
II	-.23	-.25	-.83	.30	-.15
III	.92	.14	.17	-.30	-.04
IV	.37	.11	.25	-.87	-.05
V	.13	.95	.17	-.09	.18

*Principal Components Factor Analysis with Varimax Rotation

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